

Medium Term Plan - Autumn 1 – Year 1
Who am I – Will I Always Look Like This?

Week	Week 1 INSET	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hook	Hook: Photos of teacher as babies – guess who they are.			End Product: Biography of Ade Adepitan, Senses poetry. Self Portrait			
Date	4.9.23	11/9	18/9	25/9	2/10	9/10	16/10
National Curriculum Coverage							
History	<i>Use a wide range of vocabulary to identify similarities and differences between ways of life in different periods. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.						
Science	<i>Use the practical science methods of observing, identifying and classifying.</i> <u>Animals, including humans</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Seasonal Change</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.						
Art	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing and painting to share their ideas. Study the work of a range of artists, describing differences and similarities.						
Learning Theme History Art Science	Hook – Baby photos. I can name and identify body parts.	I can express my thoughts on different artists' portraits and explore different media to recreate them. I know my senses and can use them to identify and classify objects.	I can identify seasonal change and talk about what Autumn might look and feel like. I can create a family tree to explain who I am related to.	I can develop my drawing skills to use shading and line to sketch facial features. I can order events in my own life to see how I changed since birth	I can sketch my face using correct position and sizing. I can experiment with tone to create skin shades. I can explore objects and enquire about them. I can develop questions to ask a Grandparent visitor to explore different childhoods	I can use paint to effectively colour my self portrait I can compare childhoods from two different periods using appropriate language	
Text Focus	Biography on Ade Adepitan			Senses poetry			
Writing outcome	Biography writing	Biography writing	Biography writing	Senses poem	Senses poem	Senses poem	Senses poem

Writing composition			<p>Think of a sentence by orally rehearsing what they are going to write about.</p> <p>Count the number of words in a sentence.</p> <p>Sound each word out, writing dominant sounds.</p> <p>Write simple words and phrases which communicate ideas</p> <p>Joining words and joining clauses together by using <i>and</i>.</p> <p>Understand how words can combine to make sentences.</p>			<p>To use noun labels and captions to identify different items.</p> <p>To be able to write a noun list</p> <p>Use size, colour, shape adjectives to describe a noun, by placing it in front of the noun.</p>	<p>Invent own compositions which may need mediating to be understood.</p> <p>Be able to read their own writing out loud.</p> <p>Use size, colour, shape adjectives to describe a noun, by placing it in front of the noun.</p>
Reading objectives	<p>Link meaning to words</p> <p>Identify that texts are organised in different ways.</p> <p>Link events from stories to my own experiences.</p> <p>Participate in discussion about a text</p>	<p>Retell stories orally</p> <p>Link events from stories to my own experiences</p>	<p>Use story maps to support my re-telling of main events in a story.</p> <p>Retell stories orally</p> <p>.</p>	<p>Recognise and join in with predictable phrases.</p> <p>Say what I like and do not like about a text.</p> <p>Talk about poems and non-fiction that have been read to me</p> <p>Recite some rhymes by heart.</p>	<p>Recite some rhymes by heart.</p> <p>Use story maps to support my re-telling</p>	<p>Enjoys choosing own books to take home.</p>	
Punctuation and		<p>Introduce capital letters to start a sentence and for names.</p>	<p>Build up words by sounding out letters/sounds (dominant sounds</p>			<p>Joining words and joining clauses together by using <i>and</i>.</p>	<p>Introduce capital letters to start a sentence.</p>

Grammar and Spelling		To use finger spaces between words. Introduce a full stop at the end of a sentence.	moving to use of phonics)				To use finger spaces between words. Introduce a full stop at the end of a sentence.
Phonics	Revision and assessment	Chapter 3 Set 2 ai ee igh oa	Chapter 3 Set 3 ue ow oi oo	Chapter 3 Set 4 oo ar or ur	Chapter 3 Set 5 er ear air ure	Chapter 3 Revision	Chapter 3 Revision
Key Texts	<i>Stories about change</i>	<u>Coming to England</u>	<u>Coming to England</u>	<u>Pirate Mums</u>	<u>Pirate Mums</u>	<u>My Big Fantastic Family</u>	<u>My Big Fantastic Family</u>
Guided reading objectives		Make predictions on a front cover. Make inferences from illustrations Use own experiences to understand the context of a text.	Talk about characters in a story Talk about stories that have been read to me. Retell stories orally	Make predictions on a front cover. Make predictions about the events	Talk about stories that have been read to me. Identify words and phrases that are used to create a picture for the reader.	Make predictions on a front cover.	Talk about stories that have been read to me. Say what I like and do not like about a text.
Maths	<u>Place Value within 10</u> Revision	<u>Place Value within 10</u> Sort objects Count objects Represent objects	<u>Place Value within 10</u> Recognise numbers as words Count on from any number 1 more 1 less	<u>Place Value within 10</u> Count backwards Compare groups Fewer, more, the same Less than, greater than, more than.	<u>Place Value within 10</u> Compare numbers Order objects and numbers The number line	<u>Addition and subtraction</u> Introduce parts and wholes Part whole model Write number sentences Fact families	<u>Addition and subtraction</u> Number bonds within 10 Number bonds to 10 Addition to 10 Add more
RE <u>Why do Christians make and keep promises before God?</u>	<u>Stand alone lesson</u> Introducing new school values	<u>What does it mean to belong?</u> AT1: Understand how many people belong to a faith and that different people belong to different faiths. AT2: Recognise the importance of belonging to different groups.	<u>How does a Christian join the church?</u> AT1: Use religious vocabulary to explain the Christian symbols in Baptism. AT2: Show an understanding of why Baptism is important to Christians.	<u>What happens at a Christian baptism?</u> AT1: Use religious words to describe some of the ways in which Christians show their belief at a Baptism. AT2: Understand how values and promises from the Baptism service	<u>What happened at Jesus' baptism and why was he baptised?</u> AT1: Know that Jesus was baptised and use religious vocabulary to describe the events that happened and why.	<u>What does marriage mean for a Christian?</u> AT1: Use religious words to describe the elements of the wedding service and marriage for Christians. AT2: Think about how wedding	<u>How are promises important in both Christian Baptism and Marriage?</u> AT1: Explain how the use of promises in Baptism and Weddings show

				affect the way Christians live their life.	AT2: Link the way Christian's live their life to things important to Jesus	vows express how a Christian might live their married life.	Christians belief. AT2: Link promises they make with the way they live their life.
Jigsaw	Stand Alone Lesson Exploring new school values and what these mean.	Being Me in My World. Special and Safe	Being Me in My World. My class	Being Me in My World. Rights and Responsibilities	Being Me in My World. Rewards and feeling proud	Being Me in My World. Consequences	Being Me in My World. Owning our learning charter
PE	Real PE – Personal skills <i>Independence and Resilience.</i> Ball skills	Real PE – Personal skills <i>Independence and Resilience.</i> Ball skills	Real PE – Personal skills <i>Independence and Resilience.</i> Ball skills	Real PE – Personal skills <i>Independence and Resilience.</i> Ball skills	Real PE – Personal skills <i>Independence and Resilience.</i> Ball skills	Real PE Real PE – Personal skills <i>Independence and Resilience.</i> Ball skills	Real PE Real PE – Personal skills <i>Independence and Resilience.</i> Ball skills